**Governing Board Meeting Minutes**

**School: Baguley Hall Primary School**

**Quorum: 6 (Met at this meeting)**

**Chair: Carol Steedman**

**Clerk: Colette Garner**

**Date of meeting: 11 February 2019**

**Venue: Baguley Hall Primary School**

**Attendance**

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| **Name** | **Designate****Governor type** | **‘End of Term of Office’ date**  | **Present (P)/apologies (Ap)/absent (A)** |
| Kate Bulman | Headteacher | N/A | P |
| Carol Steedman  | Partnership (Chair) | 23/03/2019 | P |
| Peter Renshaw | Co-opted | 26/03/2022 | P |
| David Boyle | Co-opted | 22/05/2020 | P |
| Jack Footman | Co-opted | 25/09/21 | P |
| Laura Lodge | Co-opted | 01/09/22 | P |
| Donna Cunneen | Parent | 22/03/19 | P |
| Claire Goulding | Associate | 22/03/19 | P |
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| Katie Fram | LA governor | 30/11/2021 | Ap |
| Brian Harrop | Co-opted | 23/03/19 | Ap |
| Anthony Mills | Parent | 22/03/19 | Ap |
| Victoria Cook | Staff | 12/12/20 | Ap |

**Others present**

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| **Name** | **Role** |
| Colette Garner | Clerk (One Education) |
| Anne-Marie Dorsey | School Business Manager (SBM) |

**Agenda Items**

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| **1** | **Welcome and apologies** |
| The Chair welcomed everyone to the meeting.Apologies were received and accepted from Katie Fram, Brian Harrop, Anthony Mills and Victoria Cook |
|  | **Action decisions** | **Owner** | **Timescale** |
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| **2** | **Declaration of Pecuniary Interests** |
| There were no declarations of pecuniary interest expressed in connection with any item on the agenda. |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **3** | **Minutes of the Previous Meeting (19/11/18) and Matters Arising** |
| The minutes of the meeting held on 19/11/18 were approved as an accurate record and a signed copy was retained on file.Matters ArisingPage 6, item 9.5 – Not all governors have completed the skills audit form. SBM to re-send. Page 8, item10 – All governors confirmed that they had read the Keeping Children Safe in Education document (KCSIE). |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Minutes of the meeting held on 19/11/18 approved
* Re-send the skills audit form to governors who have not yet completed it.
 | Governing BoardSBM |  |

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| **4** | **Headteacher’s Report** |
| The HT presented her report and the following points/issues were raised:The HT shared the balanced scorecard with Governors. The scorecard shows pupils’ attainment and progress to December 2018 and targets for the end of year. The scorecard also includes sections on pupil absence; vulnerable children; staff absence; staff survey; the quality of teaching; governor attendance; pupil survey; parental attendance at parents’ evenings and parent survey.Targets in Reading and Maths reflect a 20% improvement on Age Related Expectations (ARE) compared to the end of last year. This is to reflect the targeted better than expected progress across year groups.Targets in Writing reflect a better than expected progress to reflect the response to higher expectations in writing and measures being implemented to support this.Gap analysis exercises have been used to inform planning and focus teachers on areas of weakness. School anticipates a continuing positive shift following tests next term. The next assessments will be in Spring 2, Week 3. School will then identify the greater depth target children for Year 2.Targets in Year 6 are based on children’s KS1 outcomes in order to achieve progress as close to the average score as possible.Y2 and Y6 are changing their timetables to ensure there is sufficient evidence in books. This is particularly relevant in Year 2 and Writing in Year 6, where assessments are based on Teacher Assessment and there needs to be evidence to show that children are secure.September Week 3 percentages were low in all year groups. Progress percentages for the Autumn term are really positive and school is hopeful that this progress will continue.*Q. Why is there such a large difference between the end of Year 5 results and the Autumn Term Week 3 tests in Year 6?*There were some initial settling in issues in Year 6. The current Year 6 cohort has a number of children with challenging behaviour. The tests, unlike those at the end of Year 5, were administered under stricter conditions, particularly with regard to the time given. Not all the units had been taught by week 3. The end of Autumn term results are much improved.*Q. Is the Year 2 maths figure correct?*The test was undertaken in week 3, in September. The teachers had been focusing on number and place value. Teachers had not taught all of the units and some units scored nothing. The children were secure and scored well in the areas that had been taught. *Q. How confident is the school that children will reach their targets?*Not all targeted children are on track for greater depth. Some have come from other schools. Some have challenging issues to contend with. These children are being individually tracked and supported. The current Year 6 are a very challenging cohort with some extremely challenging behaviour issues. There is an imbalance, with two thirds of the cohort being boys. The school is doing everything it can to support individuals to reach their targets.Attendance is a key priority. Whole school attendance to 08/02/19 is 94.6%. The on track for Persistent Absence (PA) is 14.1%. *Q. How do these figures compare to last year?*The figures are generally slightly better than this time last year. The dip in attendance is not unusual for this time of year. Attendance was over 95% in December. Some tracked children have fallen into the PA group, in spite of school’s best efforts. These are mainly Early Years Foundation Stage (EYFS) and KS1 children. Figures are adversely affected when pupils move to other schools. They continue to be on roll and included in the school’s absence figures until enrolled at another school. The school has had 2 families move out of area since September, however, they have not immediately enrolled at a new school and these have had an impact on PA.*Q. Are these children still on roll?*Not now. *Q. Are new incentives, such as involving the teachers, having an impact on attendance?*Awareness has been raised. Percentages and graphs are shared with children. There are new incentives and rewards. Attendance remains an ongoing priority. Staff absence is a concern. The figure of 3.95, average number of teaching staff days lost, reduces to 1.44 when two teachers, who are no longer at the school, are removed from the figures. There is now another teacher currently on long term absence. Staff absence impacts on children, the staff team and the budget. Absent Management Review meetings are being held this week for all staff who have met the trigger.*Q. Do Attendance Management Reviews (AMRs) help?*They are an essential part of the school’s managing sickness absence policy. It is about supporting staff returning to work or supporting other decisions staff may have made. Some anonymous feedback from the recent staff survey stated that the process was not supportive and they felt criticised or undermined. There are a significant number of staff that are never absent.The Staff Survey was extremely positive and an improvement on last year. 100% of staff are proud to be a member of the school. The survey is anonymous. Colour coded questionnaires can identify the group (Teachers / Teaching Assistants (TAs) / Admin / Site staff). The only negatives, from a very small group of TAs and teachers, were related to behaviour. Leaders are aware that school has children with challenging behaviour and try to be very supportive of staff. Some staff need support to use school policies consistently.*Q. Do teachers feel confident that they can approach their phase leader?*Yes. We have very clear policies and procedures, such as the need to record on the Child Protection On-line Management System (CPOMS), which can then alert senior staff to potential issues. A lack of consistency following policies can lead to situations escalating. The school tries very hard to be as supportive as possible.Grading of teaching for the last academic year is based on the progress made in year groups across the school, with 62% of teaching good or outstanding. The school has not completed a formal Teaching and Learning Review yet this year in order to give teachers time to take on all the new initiatives that have been introduced. A Teaching and Learning Review is planned for Spring 2, week 2, followed by assessments in week 3. The grading of teachers will be linked to the review, book scrutinies and the progress pupils have made. This will form part of each teacher’s mid-term appraisal. Where the grade is requires improvement (RI) or below, support measures will be put in place.Pupil survey percentages are lower than last year. The survey was carried out at the end of the Autumn Term at a time when staff morale was affected by absence and leaders think that this may have filtered through to the children. The ‘never’ percentages are all small.*Q. Does the whole school do the survey?*Yes, the nursery as well. The teacher asks them altogether.Parental attendance at parents evening is patchy and higher in some year groups than others, for example 86% in Year 2 and 58% in Year 6. Everyone is given an appointment (even if not requested) and offered an alternative appointment if a date can’t be made.Some carers are in very regular contact with teachers and do not feel the need to come to Parents’ Evenings. Parent Survey responses are generally positive. The school focus is on the percentage ‘disagree’, interpreting ‘Don’t Know’ responses that carers do not have a particular concern. The agree percentages range from 78% ‘There is a good standard of behaviour at this school’ to 97% ‘Staff expect children to work hard and do their best’The number of pupils on roll has increased from 518 to 531 since last year.The pupil teacher ratio has changed from 21:1 to 20:1.*Q. Does the pupil teacher ratio include pupils with Educational Health Care Plans (EHCPs)?* No, it is the number of full-time equivalent teachers and does not include agency teachers. The HT shared the Quality Assurance (QA) Report 16/1/19 with Governors.The HT informed governors that this is the second QA Report from the school’s new QA Professional, Angela Westington who is a recently retired Senior Her Majesty Inspector (HMI). The Standards Committee considered the first QA Report 8/10/18 at their meeting 10/12/18. This second QA Report 16/1/19 is very positive recognising the work that is being undertaken to make rapid improvements and giving positive feedback about progress to date and the next steps. The HT informed governors that, as a result of last year’s data, the school is identified by the Local Authority (LA) as a high risk school and the LA look at ways that they can support the school. The school has recently been contacted by a Teaching School and a meeting as been held with the HT. This meeting was not entirely satisfactory, because the Teaching School HT disagreed with some of the QA Report recommendations. The QA report is very focused and in alignment with school’s own ideas about how to bring about rapid improvement. The school’s and QA’s self-evaluation form (SEF) judgements remain at RI. The QA’s final written comment on the report is;*I commend the headteacher for the rapidity with which she has moved her staff on the points I raised at my previous QA visit.**Q. What is VIPERS?*It is linked to the teaching of reading and stands for Vocab Inference Prediction Explain Retrieval and Summary.The HT explained that she takes a Guided Reading Group in Year 6 and can see the benefits of the focus on vocabulary, explaining that it is essential to teach and talk about vocabulary with the children because of the link with reading and interpreting language. Teachers identify and plan for new vocabulary in advance and the school is becoming better at anticipating the vocabulary that the children will not know. Children are becoming better at working out what a word might mean by reading in context and using inference and deduction. A governor with a specialism in literacy has also been very helpful, offering advice around lists of Tier 2 Vocabulary by year group, and the inclusion of these in planning.The HT informed governors that she had reluctantly closed the school on the snow day, Wednesday 30/01/19. Many of the staff had not been able to get in and it had taken her almost 3 ½ hours to travel to school.The Chair thanked the HT for her report.  |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **5** | **Behaviour and Safety Report (if not included in HT Report)** |
| The HT advised that this was covered in the HT report in item 4 above.  |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **6** | **2019-20 School Calendar** |
| The HT presented the calendar for 2019-20 and the following points were raisedThere have been no changes to the given calendar. The only consideration has been the date of inset days. Two in September (2nd and 3rd) at the very start of the academic year.One on 25th November, to be taken as a twilight to support staff well-being.One on 6th January.One on1st June, to give time for the writing of reports.*Q. Will Classroom Monitor make writing reports easier this year?*The school is hoping so, although as it is new it will be monitored.*Q. Is the school still using the IRIS?*Yes, but in a slightly different way this year.No further issues were raised and the calendar was approved |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * 2019-20 School Calendar approved
 | Governing Board |  |

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| **7** | **Committee Meetings – Feedback and Updates** |
| Draft minutes from meetings were circulated with papers for the meeting. 7.1 Standards & Curriculum Committee meeting 10/12/18The Chair presented a brief overview to governors.Matters ArisingPage 7. The HT confirmed that she had changed the wording in the Teaching and Learning Special Educational Needs & Disabilities (SEND) Policy to match the SEND Policy.*Q. Have the new staff members settled in?*Yes.*Q. What years are they teaching?*Year 1 and Year 3. A supply is teaching in Year 6.A number of policies were reviewed and approved. These require Governing Body ratification.Appraisal PolicyNo issues were raised and the policy was ratified. Capability PolicyNo issues were raised and the policy was ratified.SEND Policy and SEND Information Report, which supports the policy and provides additional useful information for class teachers.No issues were raised and the policy was ratified.7.2 Resources Committee meeting 21/02/19The HT included the Resources Committee Meeting Minutes 29/10/18 with the papers, because these had not been included at the last Governing Board meeting 19/11/18.The SBM provided an overview of the meeting. A number of items were reviewed and approved. These require Governing Body ratification.Period 9 Budget Monitoring report up to 31/12/18In Year Budget Projections;Revenue Income - £ 3,014,268Revenue Expenditure - £ 3,117,153In Year - £ 102,885 deficit B/f from 2017/18 £ 193,928 surplusCumulative c/f £ 91,043 surplus Capital Income - £ 9,357Capital Expenditure - £0In Year - £ 9,357 surplusB/f from 2017/18 £ 5,329 surplusCumulative c/f £ 14,686 surplusProjected year end cumulative balances, to be carried forward to 2019/20;Revenue £ 91,043 surplusCapital £ 14,686 surplusTotal Cumulative Balance £ 105,729 surplusNo issues were raised and the Period 9 monitoring was ratified.Budget changes Changes made to 31st December 2018 have resulted in a net change £41,313.The most significant changes are additions to:E26 Supply Teaching Assistants £24,220E26 Supply Teachers £33,490Approved revenue budget. In year deficit. £ 52,215Net changes made. £ 41,313Revised budget, in year deficit £ 93,528Balance b/f 17/18 revenue & capital £199,257Less school fund balance £ 9,134Projected Balance c/f 19/20 revenue & capital £96,595The SBM commented that school is expecting some SEN money which will be offset against the additional spend on E26 Supply Teaching Assistants. No further issues were raised and the budget changes were ratified.Cashflow forecastThe projected end of year cashflow is £ 451,053 The cashflow forecast has been reconciled up to the end of December 2018. The school’s outgoings can be met for the remainder of the year.No issues were raised and the cashflow forecast was ratified.The SBM updated governors. Since the last Resources Committee meeting, the school has received an additional £18,000 in capital funding.*Q. Will £18,000 pay for painting the school?*Roof repairs need to be prioritised. The school can start to plan ahead for re-painting, perhaps using rent from the school house. *Q. Who is the school going to rent the school house to?*A letting agency is going to manage the rental for school. There will be some costs involved. It will need new fencing so that the house does not have direct access to the school grounds. It will generate some income for school.Schools Financial Value Standard (SFVS)The SBM presented the SFVS to governors for their input. All the questions have been reviewed and school has been able to respond positively to all the criteria.*Q. Is the school up to date with the 3 year financial planning?*The school, carefully, reviews the 3 year projections during budget planning and keeps under review. The budget is extremely tight which is why the school continues to monitor and review spending very closely.No further issues were raised the SFVS was approved. |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Appraisal Policy ratified
* Capability Policy Ratified
* SEND Policy ratified
* Period 9 Monitoring ratified
* Budget changes ratified
* Cashflow forecast ratified
* SFVS approved
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| **8.** | **Policies**  |
| The HT presented the SEND Information Report, along with an update to the SEND Policy which had been approved at the Standards and Curriculum Committee meeting 10/12/18.There were no further questions and the policy was approved.The HT presented the Pupil Premium Report 2017-18 to governors. Schools are required to publish an annual report on their website*Q, There is some repetition in the document (the section in italics). Why?*This part has been lifted from the guidance and it is to make the point, particularly to carers, that the money is not just for an individual pupil premium child, but can be used in a more general way, however the impact of any pupil premium spending should be measured in terms of improved outcomes for pupil premium children.The HT explained that comparisons are made between pupil premium children within the school and national other, that is all other children nationally who do not attract pupil premium. The school’s disappointing results last year, especially at KS2 has led to a widening of the gap and a school priority is to narrow the gap this year. |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Send Policy approved
* Pupil Premium Report 2017-18 approved
 | Governing BoardGoverning Board |  |

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| **9.** | **Governing Board Housekeeping** |
| Governor VisitsCarol Steedman visited 14/12/18 to monitor the effectiveness of pupil premium spending in diminishing the gap between children receiving the PPG and other pupils. A written report was provided.Laura Lodge visited 11/02/19 to gain a better understanding of the school’s current provision for Literacy; areas identified by the school as strengths and areas to improve. A written report was provided.Governor TrainingThe SBM has emailed governors details about a training opportunity - Effective Governance: Support and Challenge - to be held at Manchester Academy, 25/2/19, 6-8pm.Finance Training for Governors will be provided in the first hour of the next Resources Committee meeting on 13/5/19.Peter Renshaw has already sent apologies for that meeting. The SBM will invite Peter to the next financial monitoring meeting in school.Learning Link and National Governor Association (NGA) training platforms are not being used enough to justify the cost, therefore, the subscriptions will not be renewed.*Q. How much are the subscriptions?*Around £189. These relatively small amounts can soon add up. The information can be obtained from The Key and One Governor, which school will retain.Governor Vacancies There is one existing Partnership Governor vacancy.There are 2 parent governor vacancies from 22/3/19, when Donna Cunneen and Anthony Mills terms of office end.There will be a Co-opted Governor vacancy following the departure of Brian Harrop, whose term of office ends 23/3/19. Brian will not be standing again as a governor because he is moving out of the area. Brian’s financial expertise, including Health and safety and procurement, will be a loss and school are looking to appoint a new governor with financial expertise.Carol Steedman’s term of office ends 23/3/19. Carol is to continue as a Partnership Governor for a further term. The Clerk has sent information to school regarding the election of new parent governors and school will be starting the process after half term.The Chair commented that it was Donna’s, Anthony’s and Brian’s last meeting and it was unfortunate that neither Anthony nor Brian were able to attend this evening’s meeting. The loss of three very experienced and dedicated governors was challenging for the school.The Chair thanked Brian, Donna and Anthony for their dedicated service, support and commitment to the school, making the point that Brian had started his relationship with the school as a pupil!The Chair presented a card to Donna and cake was shared. |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Send an invite to Peter Renshaw to attend the next in-school financial monitoring
 | SBM |  |

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| **10.** | **Any other business** |
|  None |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **Date and time of next meeting:** | Monday 15th July 2019 at 4.00pm |